



MIDDLER REVIEW

Master of Divinity (M.Div.)

Overview

The Middler Review, a meeting held at the midpoint in the M.Div. program, is a comprehensive review of your theological understanding of ministry, academic record, field education experience, and development of proficiencies in ministry in the light of your denomination's requirements for ordination and personal vocational objectives. This Middler Review meeting is a time of support, assessment, review, and planning. The Middler Vocational and Theological Essay offers an opportunity for students to reflect critically and constructively on their progress to date in the M.Div. program, demonstrate their integration of scholarly theological disciplines with their vocational journey narrative, communal spiritual practices, and articulate a vision of transformative leadership.

Congregational Middler Review Objectives

The Middler Review is relevant to congregational ministerial preparation and is optional to all other concentrations. This Middler Review meeting —attended by you, your primary advisor, perhaps a second advisor, which may be assigned by the Dean's Office, a denominational representative, your field education supervisor, and a peer—is a time of support, assessment, review, and planning. Your primary faculty advisor chairs the meeting. You are responsible for scheduling, planning, gathering, and inviting your attendees.

Process

Sometime after the Spring semester of your Field Education class, you should be ready to schedule your Middler Review. Your primary faculty advisor chairs the meeting; however, it is your responsibility to plan your Middler Review, to gather and invite your attendees, and to submit a *Middler Summary Sheet* to the Assistant Dean of Academic Affairs and Registrar at least one week in advance of the meetings.

At least one week before the review, please send a copy of your essay to your committee to give them ample time to read it before your meeting.

Students must coordinate with their advisor an appropriate time to hold their review and who should be part of the review committee. Committee members should consist of the following:

- you
- your primary advisor



- perhaps a second advisor, which the Dean's Office may assign
- a denominational representative
- your field education supervisor
- a peer, someone who has been in class with you and can offer helpful feedback to your academic and vocational journey

Prerequisites

Before engaging in the Middler Review, students should have completed the following courses:

- Spiritual Formation for Leadership
- Contextual Thinking
- Rhetorical Use of Texts
- Introduction to Christian Ethics
- Theological Thinking
- Transformative Leadership
- Design Thinking for Social Change
- Social Change Field Work
- Who Cares
- Upper-Level Theology course
- Field Education

Middler Review Essay Prompt

Write a 10-15 page essay answering the following prompt.

The attached rubric will help identify key elements that will help you address all expected elements.

Describe how your social location concerning race, ethnicity, culture, sexuality, gender, class, etc., and faith tradition shaped your theology and impacted your vocational goals in entering seminary. How have your PSR/GTU classes and the content (theology, worship, spiritual formation, history, sacred texts, etc.) impacted your theology and vocational formation from when you started at PSR? How will what you have learned at PSR/GTU impact how you lead as a spiritually informed leader?

Middler Project Assessment Rubric

	Excellent	Acceptable	Needs Improvement
Content/Clarity of Vision	Answers the questions listed on the prompt. Clear flow of a narrative from where the student began upon entering seminary, to what they learned, to how they see themselves leading forward.	Answers some of the questions listed on the prompt but is missing some key elements. No explicit flow of narrative describing the theological and vocational journey the student started with at the beginning of their seminary experience, how their experience has been impacted, and where they see themselves going in the future.	Did not address questions listed on the prompt and/or read more like a biography rather than a reflection of what the student has learned in their theological education and how that has impacted their vocational journey.
Integration/Clarity of Formation	Uses specific authors, articles/books, lectures, sacred texts, and other class content to showcase what has impacted you in your theological and vocational formation.	Cites some elements learned from classes at PSR/GTU, but better integration is needed to show the impact on students' theological and vocational formation.	Little to no citations from specific class content is used to show how PSR/GTU classes have impacted the student's theological and vocational formation.
Leadership/Clarity of Vocational Identity	Presents a more nuanced and mature understanding of vocation and deepening of ministerial call in self-description	Is vague about growth and understanding of vocational call and its deepening	Reveals no change or deepening of vocational call and identity
Style	Content flow is well-written and organized in a logical manner. Grammar, spelling, and citations are all properly done. Paper was edited and presented to the standard of graduate-level academic writing.	Content flow is confusing, but the ideas are still communicated well enough to understand, or grammar, spelling, and citations were so poor it became a hindrance to reading the essay easily.	Essay was difficult to read because content flow was not organized enough to make sense, and/or grammar, spelling, and citations were poorly done or not edited enough to the standard of graduate-level academic writing.



UNAFRAID SINCE 1866